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ABSTRACT

This collection of essays offers new perspectives for science educators, curriculum theorists, and cultural critics on science education, French post-structural thought, and the science debates. This book contains chapters on the work of Bruno Latour, Michael Serres, and Jean Baudrillard plus chapters on postmodern approaches to science education and critiques of modern scientific assumptions in curriculum development. Chapters include: (1) "(Post)Modern Science (Education): Propositions and Alternative Paths" (John A. Weaver); (2) "Science as Curriculum Theory" (Marla Morris); (3) "The Object(s) of Culture: Bruno Latour and the Relationship between Science and Culture" (William E. Doll, Jr., Franc Feng, and Stephen Petrina); (4) "Bachelard as Constructivist" (Eva Krugly-Smolska); (5) "The Simulacra of Science Education" (David W. Blades); (6) "Serres Bugs the Curriculum" (Marla Morris); (7) "Pastiche Science: Bringing Cultural Studies of Science to Education and Education to the Cultural Studies of Science" (Peter Appelbaum); (8) "Science Education through Situated Knowledge" (Matthew Weinstein); (9) "Genre Analysis as a Way of Understanding Pedagogy in Mathematics Education" (Susan Gerofsky); (10) "A Feminist Revisioning of Infinity: Small Speculations on a Large Subject" (Elaine V. Howes and Bill Rosenthal); (11) "Cookbook Classrooms; Cognitive Capitulation" (Dave Pushkin); (12) "Modernist Traditions in Supervision and the Illusions of Science and Objectivity" (Jeffrey Glanz); (13) "Pedagogies of the Cultural Studies of Science" (John A. Weaver and Karen Anijar); (14) "Teaching in the (Crash) Zone: Manifesting Cultural Studies in Science Education" (Noel Gough); and (15) "Pedagogies of Science (In)Formed by Global Perspectives: Encouraging Strong Objectivity in Classrooms" (Annette Gough). (MM)

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